

Probably 1914

REPORT OF W. B. ADAMS ON SHELDON JACKSON TRAINING SCHOOL  
SITKA, ALASKA

Assuming that the office is most vitally interested in a report on the spiritual conditions prevailing at the Sheldon Jackson School, I submit my findings along that line first.

After carefully studying for some three weeks this phase of the work, going inside and outside of the school for my information, I can say that there need be little concern as to this. I traced the criticisms that first came to the office (from where they were forwarded to me) and those that met me when I reached the field, and I found that they originated very generally from two sources, the "cottage" natives and Miss Dinsmore. Mr. Bromley's criticisms came as the result of believing all that he heard without making any serious effort, so far as I could learn, to substantiate or disprove. I found that he had attended chapel exercises but three or four times since Mr. Bridgham was in charge of the school (once while I was there) and had never been in the class rooms or dormitories, so that his criticisms carry little weight. I might say, however, that the school under Mr. Beattie and Mr. Beck, carried Mr. Bromley's work to such extent that he was not much of a factor, and when it came to the point <sup>where</sup> ~~that~~ he had to shepherd <sup>the</sup> flock himself, he was <sup>unequal to</sup> ~~unable for~~ the task. He has been told frankly and repeatedly that his work was not acceptable, and that neither in the white or native church could he look for further financial support.



The attendance, outside of the workers and scholars of the school, in both white and native churches had dwindled to almost nothing. I could, if desired, go into this at length, but state just these facts in order to show his bias.

Aside from conducting the Sabbath School, which draws no children outside of the Sheldon Jackson School, taking charge of the church music, the care of the church building and some part in the public meetings of the native church, the school workers do not now assist ~~the ministering~~ in this work.

Mr. Bridgham, as did Mr. Beattie and Mr. Beck, does not conduct services in the native church, save infrequently. He says he is not gifted with the ability to speak and is not ~~a~~ <sup>ready</sup> ~~ardent~~ speaker, and he knows it. That can hardly be counted against him. None of the workers in the school give, as did Mr. Beck, a part of their time to work in the "ranche", adjusting their rows and advising them generally. They say they have not the time, and I can vouch for it that this is so. Mr. Beattie told me that Mr. Beck was at the "ranche" constantly, altogether too much, but that he could not control ~~them~~. As the natives will not take their troubles to their minister, who should be their <sup>mentor</sup> ~~minister~~ and guide, here as in other fields in Alaska, our influence with them has ~~sufered~~ <sup>suffered</sup> somewhat. The blame, however, it seems to me, rests not with the workers in the school but with the minister.

The animus of the native criticism developed very promptly and was even more evident. They are very fond of public meetings where everyone can have his say, and shortly after I reached



Sitka they called a meeting at one of the "cottage" homes. The natives talked from 7 P. M. until 11:30 and I talked for half an hour. Some of the best of the natives did not attend. None came from the "ranch," I think. Peter Simpson, George Howard and Willie Wells, all very clever natives, were the principal speakers. They said a whole lot about the lack of Christian training and spirituality, which, it developed, they could not prove, as none of them really knew what was being done, but a whole lot more about the shops and shop work. The trouble was right there. For years the natives, particularly the "cottage" natives have had all their work done at the shops and have had free run of them and the use of the tools. For very obvious reasons they are now cut off from this. It is undoubtedly a hardship, as there is no place in Sitka where whites or natives can have work of this sort done, and I made suggestions to Mr. Bridgham which may relieve this in some degree.

The complaints about the present system of running the shops were groundless and the result of ignorance. (I append to this report a copy of the Shop Class Schedule I found on the bulletin board.)

The natives were all good talkers, particularly Peter Simpson, who is by far the cleverest native and smoothest talker I met in Alaska, and I must say that until I had investigated them I thought them sincere. Peter was spoiled by the attention he received at the General Assembly and has gone back so far that it was necessary to depose him from the eldership, and I was told that he hunted and fished on Sunday and that he played at the native dances, but he still makes the longest prayers and



speeches of anyone. Mr. Beck says that he would have stayed good if Mr. Bridgham had not taken his hundred dollar a month job from him, which is very likely: we could get every native in Alaska into the Church and keep him there for one hundred dollars a month. George Howard, another clever native and a former employee of the school, I was told had not been to church in nearly two years, but his sorrow over the lack of spirituality in the school was second only in vehemence to his attack on the present method of running the shops. Both Simpson and Howard would like their jobs again, I think, naturally. Willie Wells, it may be recalled, was discharged by the Board for false charges he made against Clark of Wrangell, for whom he was interpreter. Mr. Bridgham did not know this when he engaged him as night watchman at sixty dollars per month, a job he is still holding. He seems to have criticized the school very freely and as he is in the big boys' dormitory at all hours, talking with them until late into the night frequently, I am rather fearful of his influence. He impressed Bridgham as a good man--he talks religion constantly--and he thought he might have a good influence upon the boys, but I have been wondering just how much criticism he sandwiches in with the religious talks he assured me he was having with the boys. After the "cottage" meeting I am told that he went about town telling people that he would have a great deal to say about the running of the school thereafter. I told Mr. Bridgham to watch him pretty carefully, and if he found him criticizing the school in public or private in any way while in its employ, that he <sup>had</sup> best forget to hire him next fall.



It is the universal testimony that the Alaskan native becomes unbearable as soon as he is praised a bit or given any authority. Simpson, Howard and Wells are pretty good examples of this.

The balance of the natives at the meeting talked very mildly and chiefly for the sake of talking, for it is the custom at these meetings for everyone to speak, and the meeting does not close until everyone does. After they had exhausted the Thlinget language and a good portion of the English, I replied to them and their criticisms, and when the meeting broke up they all seemed to feel better. They had gotten a whole lot out of their systems, and that means a great deal to an Alaskan native. Peter Simpson even went so far as to urge the children and natives to loyalty to Mr. Bridgham and the school, in the church service the next day. Peter is certainly a very "smooth" article. I spare you further detail of this five hour session with the natives, but can furnish it in unlimited quantities upon application.

Now what is being done as to the spiritual uplift of the pupils?

The chapel exercises, ~~as is~~ usual in all our schools, are held here immediately after the morning inspection of the rooms, and before the boys and girls go to the class rooms. The usual order is the singing of hymns, scripture reading and prayer, with occasionally a few words from the superintendent along some moral or spiritual line. I have urged more of the latter. The study of the Bible is conducted by the teachers as part of the class room work every day. Mr. Bridgham would greatly



appreciate any suggestions or outlines of work which might serve to better this particular work, and hopes that any suggestions the office may have, will be freely made at any time. At night the matrons of the girls' dormitories and the small boys' dormitory, and Mr. Penn or Mr. Bridgham in the big boys' dormitory, conduct prayers and speak to the scholars of such moral, physical and spiritual needs as, by observation of the day's doings, seem most necessary. These evening prayers and talks, it seemed to me, were the most effective of all, in that they dealt with the every day life of the pupil very directly. Of course, before all meals the usual blessing was invoked.

The scholars attend all the services of the native church on Sunday, including the Sabbath school. They have also been in the habit of attending the Wednesday evening prayer meeting at the Church, but from now on will hold their own Wednesday evening <sup>meeting</sup> at the school. This is decidedly a wise move. It was tried for the first time while I was there and worked well, the scholars taking part, something they have never done at the Church prayer meeting. At the Church prayer meeting, which is a lengthy affair, nearly all of the adult natives take part, and they make it the occasion for very freely criticizing the minister, the school and one another, and as Mr. Bromley, <sup>un</sup>like the other white missionaries in Alaska, does not have the native part of the service interpreted back to him, he and the school workers frequently sit happily unconscious through <sup>a</sup> the service where they are being torn to shreds. The scholars, of course, understand what is being said, and you can readily appreciate how harmful such a service is to the work, and what a false conception the pupils



gain of a Christian service.

Mr. Bridgham would like (and Mr. Beattie has recommended it also) to have the Sunday evening service conducted in the school, as he thinks that one interpreted service is all the scholars should be asked to attend. The service is always interpreted in Thlinget, which of course the Hydahs do not understand. Most of the children understand English and their attention wanders during the interpretation. Half of the evening service is always given over to the natives, ~~The~~ Hydah boys and girls understand none of it, and frequently hot shot for school and minister is fired at this time also. Even so, I am not quite sure in my own mind but that the value of the habit of church going for these boys and girls may not outweigh the objections.

That the work, as above outlined, lacks in effectiveness spiritually, is in some degree due, I think, to two causes. In every one of our schools that I have visited so far, it has been universally conceded that a weekly meeting of the teachers for prayers and consultation is an absolute necessity. It is vital to the success of the work. Such meetings have not been held at the Sheldon Jackson School. Mr. Bridgham says he tried having occasional conferences of the workers in the beginning, but that they were largely taken up by the old workers in criticising all that was being done by the new administration, so he gave them up. He has agreed, however, at my suggestion, to hold a teachers' prayer meeting once a week hereafter and if that does not vitalize the work, it will be the only school in which it has not had that effect.



The second reason why greater spiritual results have not followed the work, is because the workers (~~all~~ inexperienced) have not appreciated that these and all other natives must have a constant and strong presentation of things religious and spiritual, if they are to be impressed at all. Mr. Bridgham says heretofore the presentation has been abnormal and it may be so, but he has swung the pendulum too far the other way. We have argued the matter at great length and I believe ~~that~~ he now agrees that <sup>a</sup>~~the~~ presentation of religion that would be quite effective in New England, where Christianity is almost the heritage of a child, is not at all effective where one has practically to deal with heathen people. I asked Mr. Bridgham to call all the teachers together for a meeting for prayer before I left and I put this matter ~~with~~ a strong presentation of religion for these natives, before them as my last word, and I hope that more effective work will be in order from now on.

Through observation and conversation I studied every worker in the school, and note the results, as they may be of interest, and possibly helpful.

Mr. Bridgham.

Of Mr. Bridgham's ability as a pedagogue I need not report, as you have his record. So far, however, he has not had a fair chance at the Sheldon Jackson School in this particular line, or even as its executive head. On account of the chaotic condition# of the grounds and buildings when he took hold, he has been little more than a day laborer. He hauls all the freight--hundreds of tons including coal--he takes entire care of the houses, and he is constantly engaged in manual labor of some sort--



a seventeen hundred dollar man doing a seven hundred dollar man's work most of the time. This will, of course, adjust itself when the farmer comes, and then Mr. Bridgham can show what he really is worth. Until such time we should not be too hasty in passing judgement upon his work. He is undoubtedly an earnest, very sincere Christian man and I hope and think he will win out. To date he has not proved particularly adaptable--a number of problems he thought very difficult of solution we worked out together in a very few moments. The man is worn out physically and nervously, and will probably do much better work when he is relieved of all manual labor. He is kind in his treatment of the <sup>natives</sup> ~~neighbors~~, who in spite of their criticisms constantly come to the school for favors, but I think neither he or any of the present workers have heretofore appreciated that in order to make the school a success, they must study the natives and their viewpoint, and get their good will. After having pretty thoroughly covered the entire southeastern Alaskan field, I find at present ~~a~~ little disposition or desire on the part of the natives to send their children to the school, and the missionaries as a rule have been doing nothing to promote the interests of the school, but I have had heart to heart talks with all of them, and I believe the tide has turned in favor of Mr. Bridgham and the school. Mr. Bridgham was with me some of the time during my later journeyings, and was making headway when I left him, both with the natives and with the missionaries. I believe it is in him, and now that he knows more fully just



what is necessary, he will do much better work.

Mr. Penn.

Mr. Penn is at present almost indispensable to the school on account of his technical ability, and should be retained at least another year if certain changes in the plant, as suggested in this report, are to be made. He has splendid ability in his line, but I fear he will never be a success at this school, as he has a certain contempt for the native, and is temperamentally so constituted that he cannot help showing it. Unfortunately, as the head of the shops having to deal with the adult natives and with the changed conditions affecting them, his lack of tact and consideration have made him the storm center. Mr. Bridgham tells me that he made little headway with the boys the first year, but that he is doing good work this year and that the boys like him very much better. He is the superintendent of the Sabbath school and handles it well. He conducts the young people's meeting at the school on Sunday afternoon (it will be noted that the scholars always have three Sunday services including Sunday school, and sometimes four) and is capable and does take part frequently in the public service. His lack of tact is his greatest fault, and I fear that he will never be able to live down the first year's enmities he made. I do not think he cares whether the adult natives like him or not, and that is unfortunate. He is engaged to Miss Ding~~man~~<sup>man</sup>, and in all probability neither of them wish to stay beyond the three years. As individuals, Mr. Bridgham values both of them very highly, but he hopes they will not be retained a day after they are married, and he is very wise in this.



Mr. Carey.

He is one of the best workers we have and is well liked by everyone, native or white, both inside and outside of the school. He is splendidly equipped for his work, is a fine instructor, and <sup>is</sup> liked, <sup>as</sup> a willing and valuable man in every way. He is engaged to a girl in the "states" and I expect three years is all we can hope to hold him.

Miss Finnerd,

The head matron, is an unusually capable worker and has the missionary spirit highly developed. Nothing seems too hard for her to undertake or accomplish. She does everything well and willingly, and her judgement is excellent. Mr. Bridgham counts her as the most valuable worker in the school. Her family are trying to induce her to return to Colorado, but she told me that she liked the work too well to leave it. For months she has been carrying double, teaching in the class room in addition to her work as head matron and matron of the big girls' dormitory. Her Christian influence upon the girls immediately under her care is very evident, and her value to the school can scarcely be over-estimated.

Miss McDill.

Miss McDill is one of the old workers who has been able to conform to the new order of things without friction. Her administration of the boys' dormitory is excellent, the discipline being the best. She *holds the young men firmly*, yet they all adore her. She is a fine woman, a valuable worker, and constant in her efforts to bring her boys to an appreciation of the value of the Christian life.



Miss Fenton and Miss Nelson,

The two class room teachers, are good Christian women and very capable, unusually so, Mr. Bridgham tells me. Either of them could command much larger salaries elsewhere. Miss Fenton's voice alone could command a salary double what she is earning at the school. Certainly they have the missionary spirit, or with their ability they would not be at Sitka. Miss Fenton is engaged to a man in the "states" and may not remain with us long. It is to be regretted that we will, in all probability, lose a number of our workers all at one time, just when they have gotten the run of things.

Mrs. Lancaster,

Although she tells me that she came to the school not fitted to do spiritual work, ~~she~~ is actually doing missionary work of a high order. In her department she is most capable and her interest in the work and the scholars is marked. Out of her own salary she has taken lessons in basket weaving, in order that this work, which pays the native so well, may be taught the girls. The elder natives are not teaching the younger generation how to weave baskets, ~~The~~ art is rapidly dying out, and the price is rapidly advancing. She was led to do this in hopes that if the girls could make money in this way, they would not go to the canneries where hundreds of them are ruined yearly. She has also secured a hand loom and hopes next year to teach blanket weaving. She certainly is working hard for the uplift and good of these girls, but is handicapped because lack of funds makes it



impossible for her to take further lessons in basketry and in weaving. She feels that she cannot spend more of her own money for this purpose. I think it is a pity that she cannot be helped in some way along these lines.

#### Miss Dingman,

The domestic science teacher, is as capable a worker in her department as I have seen in any of our schools. Like Mrs. Lancaster she is doing missionary work outside of her duties as a teacher. She and Mrs. Lancaster have for months spent the hours that were rightly theirs for rest, in repairing and equipping a dilapidated old cottage back of the dormitories, making it a model home in which two or three girls at a time may live with the teacher, learning there to keep a simple home properly and to cook home food in home quantities. Not only have they painted, papered and repaired with their own hands, but they have worked out of hours to earn money to shingle and furnish the house, which, when ready for the very practical work for which it is intended, will not have cost the Woman's Board a cent. If this is not missionary work done in the missionary spirit, then I do not know the missionary spirit when I see it.

#### Miss Crockett.

Miss Crockett in her department is doing excellent work and Mr. Bridgham would like to retain her there, but she says the great amount of physical labor that falls upon the laundry matron is wearing her out. She wants class room work, but Mr. Bridgham thinks her scarcely capable of it, although she has



done such work before. She is an earnest worker and it would be a pity to lose her; I hope we may not, for she is devoted to the school. Possibly with an increase in the number of girls, the labor may be lightened for her in some degree. She is extremely frank of speech, but hands her criticisms out in a way that offends no one and her vivacity and good nature are a helpful tonic at times.

#### Miss Gibson.

Miss Gibson is one of the old and tried workers, but neither she nor her work is acceptable to Mr. Bridghem. There is so much to be said of her and her work, pro and con, that it had best be taken up at length in conference. She is a splendid woman, but she does not fit in with the new order of things. She is, however, the one bond left between the natives and the school, and her case may be a particularly difficult one to adjust. It was possible for me, however, through a combination of circumstances, to prepare the way, possibly, for the ultimate solution of the problem, which I think is working itself out even now.

#### Miss Stevens.

Miss Stevens, formerly ~~a~~ cook for the teachers, and now cook in the children's kitchen, is a very able worker. In getting at a working basis for the coming year, her intelligent and willing co-operation was of great value to me. Under her supervision the transformation in the scholars' kitchen was remarkable. I do not know how she managed to get rid of so much filth so quickly, Miss Dinsmore put in about three hours daily, but Miss Stevens



finds that thirteen hours are not sufficient. I imagine that tells the whole story.

Miss Reece,

For the short time that she has been at the school, has developed wonderfully. She is on her job as a teachers' kitchen matron and as a mission worker every minute, and her cheerful disposition and willingness, will help every one in every way. I hope that the new worker Dr. Hutchison is sending out will prove equally good.

Some of the new workers feel that they were not properly informed as to the conditions prevailing here before they came out. This I do not think was the fault of the office and I told them so. The character and ability of these native children has for years been highly colored in the reports to New York. They are not particularly good workers and few can be relied upon to do anything properly or as they are told, unless watched every minute.

The matrons, laundry, house and kitchen, were told that they would only have to supervise, and that the scholars would ~~have to~~ do the work, but they found that they must do the hardest physical labor all the time to keep things up to the mark. I heard no complaint of this, save that they <sup>thought they</sup> should have been told the actual conditions, before they were sent out.

At the office we have always been given the impression that the native boys were unusually adept as carpenters and shop workers. Certainly they will tackle any job that is put up to them, but they do it in the crudest sort of a way and are



apt to ruin tools in doing it. This may have answered in the past, but it does not suit Mr. Fenn or Mr. Garey, who both insist that every boy must know just what he is doing before he begins a job. This going back to the first principles of shop work disgusted the boys at first, but they are getting along splendidly now, and next year I believe they will be able to do ably many of the things we thought they were able to do all along, but which they were not. Some of the "cottage" natives (they are the bumptious ones) took their boys out ~~all~~ because of this; said they were learning nothing.

Our new workers also came with no conception of the moral degradation of the natives, even the youngest boys and girls, and as a result there were some very unfortunate affairs, necessitating the sending away of some of the girls. Now that the workers appreciate the conditions, every girl is under constant surveillance during the day, and under lock and key at night.

The physical condition of the children was also a severe shock to these new workers. Doctors who have been long in the country say that anywhere from ninety to one hundred per cent of the <sup>natives</sup> ~~children~~ have syphilis in active or latent form, the children having inherited it. Dr. Meyers at Ketchikan, formerly a medical missionary for the Board, says that he has never seen a native that did not have it. The workers at Sitka have always a number of bad cases to care for. Miss Gibson says there is no danger in handling them and that the young women are scared to death about nothing, but every other doctor that I have talked with says there is always danger and great danger. If the



workers are "scared to death", then they deserve great credit, for they give the afflicted, antiseptic baths and dress their sores constantly. There are many nurses in the East who will not take a case of this sort. These things I write not only that you may know the conditions, but that you may also know how these young women have met and grappled with conditions some of them never dreamt of. It may also serve to contradict the statements that have been made, that they are not missionaries.

### Indenture

The moral and physical condition of the native children make it most essential for us, if possible, to indenture the boys and girls, and keep them with us constantly for five years at least. A month or so in a native village will undo the work of <sup>a</sup> ~~the~~ year, and if they go to work in the canneries during their vacation, it is frequently impossible to take many of them back into the school. As staunch as Miss Gibson is for the native, she told me that practically every native girl who went to the canneries was ruined. Several girls who spent their vacations working in the canneries had to be sent from school last fall. Indenturing will also prevent the *looting* upon us of children who, it is claimed, have no relatives but for whom a flock of relatives show up, as soon as a girl is old enough to be sold, or a boy is old enough to work. If we can take boys and girls twelve years of age, and keep them with us for five years, we should in that time have grounded a percentage of them at least pretty firmly both from educational and spiritual ~~view~~ <sup>stand</sup> point, and certainly they will be physically better for the care we give



them. All the children come back from their vacations in bad shape as the result of dissipation, irregular hours and irregular meals.

### The "Cottage" Settlement

While many of the natives living in cottages built upon our land are very superior, there are many who should never have been allowed to locate there at all. Who is responsible for this I could not determine. They have been there for many years. Even Miss Gibson admits that it is not a model village, and she hopes there will be no more "gush" written about it; that the least said concerning it, the better. Two illegitimate children were born there this year, the father of <sup>one of</sup> them being the girl's own step-father. One old couple is of the worst type; they are relatives of Peter Simpson, I was told. They sold snuff to the boys in the school last year and filled them so full of stories of the old customs that Mr. Bridgham has had to forbid the boys going to the "cottage" settlement at all. The man used to manufacture hooch (liquor) and Miss Gibson says she fears he still makes and sells it. As bad as they are, however, all the friends of the school advise letting them remain. They are very old and not expected to live long, but the principal reason is that Peter Simpson is so influential among the natives of southeastern Alaska, that he could and would greatly harm the school if the old people were disturbed. I gathered information as to each separate family occupying homes in the "cottage" settlement, which information is at the disposal of the office. I will not embarrass this report with it.



### The Plan X

While the plant as a whole presents a fine appearance and is complete in almost every detail, many things that would have greatly cut the cost of maintenance were evidently not considered or, if considered, were not properly put before the New York office. It was probably not appreciated at the time the heating and power plant was put in, that on account of the climatic conditions, there must be some heat furnished to every building every day in the year. While the temperature at Sitka is never very low, on the other hand it is never very high.\* The condensation is so great, owing to the long distance that steam must be carried, that to get steam to all the buildings, 2192 pounds of coal for heating alone, is needed daily; this when the temperature ranges between 33 and 72 degrees. The highest daily mean temperature for the last year was 58.\* Two large *dormitories* instead of four, it is figured, would have cut the cost of heating between five and seven hundred and fifty dollars per annum.

In addition to the coal needed for heating, we must add for the hot water heater, the steam cooker and the sterilizer 1100 pounds more, and on days when the engine is used for running the laundry machinery another 750 pounds must be added. The mangle, drying room and other laundry machinery and heat, use 270 pounds more. It will be noted that when everything is going, the daily consumption of coal exceeds 4300 pounds. I had Mr. Fern make careful records of the condensation and temperature, and weigh the coal as it was used under each and every condition that the efficient

\*See Prof. Geogensen's tables attached to this report.



operation of the plant called for.

The 500 tons of coal allowed in the annual estimates have never sufficed, for it has been supplemented by the burning up of the material taken from the old buildings. This, however, is about used up and 550 tons per annum will be about the figure hereafter if the plant is operated on the present basis. To get any heat or any steam pressure, this entire plant must be operated, as no small supplementary steam or pressure boilers, which could have been used at a great saving for a great part of the year, were installed. As it now stands it is the case of all or none.

Knowing that the present expense was almost *prohibitory*, I spent a great deal of time studying this particular problem, and with Mr. Penn's efficient help and technical knowledge, have arrived at some conclusions, which I offer. It seems strange that the men on the ground should not have appreciated the great value of the water power furnished by the Indian River and have made similar suggestions. Of course, neither our architects nor the office were informed as to the possibilities offered.

By expending \$1720.00 as follows:

<del>Turbine</del> <i>Turbine</i> and water-wheel and governor	\$850.00
Water heaters for entire school, estimated	250.00
Electric heaters	250.00
Electric irons	50.00
Wire, etc.	220.00
Miscellaneous	100.00
Total	\$1720.00

We can save from \$400. to \$450 per annum on coal. This, however seems but a half way measure, and scarcely worth the while.

I would rather advise that we do the thing more fully, utilizing the more than sufficient water power available, by the expenditure



of \$4260.00 as follows:

Water-wheel	\$1000.00
Generator	500.00
800 ft. of pipe line	960.00
Wire, etc.	250.00
Changing mangle, dryer, steam cooker, etc.	1000.00
Water heater for entire school	250.00
Electric heaters for entire school	250.00
Electric irons	50.00
Total	<u>\$4260.00</u>

We can shut down the entire steam plant from four to five months each summer at a saving from \$1500 to \$1800 per annum, which seems well worth our while. Mr. Penn has advised in a communication later received the installation of a "Jones" under-fed fuel stoker. He says that with it we can use what is known as Prairie "run of mine" coal, which will cost us from two to three dollars per ton less than the ten dollars we are now paying, an additional saving of from six to eight hundred dollars. He does not give the cost of installation figure for this, but it would have to be pretty big not to make it a paying proposition. If either change is made, it should be noted in making the appropriation therefor, that freight on the material is not included in the figures.

#### Equipment

The equipment, except for the vegetable parer and the shop equipment, has given good satisfaction and seems well suited to the use of the school. The vegetable parer is evidently too small and seems structurally weak, as it is out of commission



most of the time. The bread mixer gives entire satisfaction. The sterilizer, to my mind a most important feature, had not, when I was at the school, been installed for lack of space in the kitchen, it was said, but I rearranged the kitchen equipment and instructed that it be put in at once. The students' kitchen is altogether too small for so large a school. Many private houses have a larger one.

The shop equipment seems to have been very poorly selected. All the lathes selected, although quite expensive, were too small for the real practical work we wish to do with these boys, and all the lathes, even those intended for wood working, were metal lathes. They are not at all what was wanted as they can not be speeded up as wood working lathes must be speeded and they were quite too small for practical use. Three of them Mr. Fenn has changed, <sup>for</sup> Mr. Garey has tried to use them, but without success. Three of them have never been set up at all and all of them are in the way, <sup>which</sup> with the best of care, must, of course, depreciate in value. I endeavored while in Seattle to exchange them, even at a sacrifice, for wood working lathes, but was not successful, although the firm with whom the school deals largely, promised to do all they could to get rid of them. Too many lathes were furnished both for metal working and for the carpenter shop, which, as they were very expensive, means a considerable loss. The lathes selected for the machine shop were also small and light and the chucks were of an old type, not easily adjusted by any but careful and expert machinists. The tools and benches for the carpenter shop were also a very poor selection. For the practical work we must teach these boys,



heavy stationary benches are needed and these they could have made themselves. Each bench furnished was, for instance, equipped with but one chisel and all the chisels were of the same width, one half inch. Every bench had one bit and every bit was of the same size and every bench had a brace. One or two sets of bits and chisels covering all the different sizes are really what should have been furnished and one or two braces were all that would have been necessary. The Tinsmithing outfit is of no practical value, as there is no one there that is capable of teaching tinsmithing and it is very probable that there are not half a dozen tinsmiths in Alaska, and the chance of the boys learning that trade finding employment would ~~have been~~ very slight.

#### The Gymnasium

The gymnasium was very largely over-equipped, much of the equipment sent, has never been set up for lack of room.

#### The Hospital

The old hospital building is somewhat of a problem, as it is in no way properly equipped for hospital work. It lacks ~~laboratories~~ <sup>lavatories</sup> and bath rooms and proper heating facilities, and everything about it is of the most antiquated type. In case of extreme necessity, it might be used, but even that is doubtful. While I was going about Prince of Wales Island with Mr. Bridgham, he received a letter from his wife saying that since he had left, an epidemic of measles had broken out in the school. The matter was handled in just the way that Mr. Bridgham had suggested the handling of such an emergency in his talk with



me. All the girls were removed to the large girls' dormitory. One end of the small girls' dormitory was given up to the actual cases, the other end was given up to suspects, and Mrs. Lancaster was isolated along with the pupils. When the epidemic <sup>is</sup> ~~was~~ over, there will be a thorough fumigation of the building and the school will go on as before. Of course, epidemics are unusual, but this shows what could be done in such a case. The new buildings are, of course steam heated and equipped with every convenience and accessory, including necessary kitchen, so that it really seems as though the old hospital building might never be used again. It is, however, too good a building to let go to ruin <sup>as it</sup> ~~and~~ may at some future time be valuable for another use.

#### Recommendations.

In summing up, I would recommend as follows:

That we install an electric plant of sufficient size and capacity as to allow our closing down the steam plant for four or five months during the summer. This plant, in addition to its economic feature will be very valuable ~~for us~~ in connection with the shop class, as construction and operation can readily be studied from it. As Alaska has enormous undeveloped water power that will eventually be used, the value of this equipment in this respect should not be lost sight of in determining the feasibility of its installation.

That the carpenter shop be furnished with a saw table so that we can cut our own lumber and lumber for village needs, if desired.



That the hospital be reshingled.

That in the scholars' kitchen, marble slabs be substituted for the wooden tops of the kitchen table and the table upon which the dough is kneaded. These tables are full of cracks which are full of dirt, and are a constant menace.

That Mr. Bridghem be authorized to exchange, even at a considerable loss, the six metal lathes sent the carpenter shop for the two or three wood working lathes needed.



